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ABSTRACT

The report contains presentations delivered at the Rhode Island State Department of Education's conference dealing with the identification of gifted students, the importance of pupil personnel services in programs for gifted youth, and the need for an interdisciplinary approach (administrators, counselors, classroom teachers, educational specialists) in programs for gifted students. Included are brief opening remarks by several participants, a keynote address on broadening the concept of giftedness, and a presentation on the counselor's role in the education of gifted children. Also provided are panel reactions to and excerpts from two demonstration sessions. In the first lesson students were given a lesson based on B. Bloom's taxonomy of educational objectives (lesson plan included); in the second, techniques for eliciting expressions of students' feelings were explored. It is noted that a video tape of the instructional and counseling demonstrations is available through the State Department of Education. (GW)

ED 094499

CONFERENCE PROCEEDINGS

EMPHASIS:

PROVIDING FOR THE GIFTED - A COOPERATIVE VENTURE?

Prepared by

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Under the Sponsorship of

TITLE III, ESEA

RHODE ISLAND STATE DEPARTMENT OF EDUCATION

MAY, 1971

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FOREWORD

The need to provide challenging educational programs for gifted and talented students has long been recognized. The recognition in recent years has been accompanied by increasing efforts and action on local, state and national levels.

The Rhode Island State Department of Education, acknowledging responsibility to provide leadership to school districts as they develop programs for these children, sponsored this Conference. It provided a forum for dialogue among the concerned publics themselves - school administrators, instructional and pupil personnel specialists, advisory council members, parents and students; and it offered them the opportunity to meet with nationally known specialists in the field of gifted education.

It is hoped that this report of the proceedings of the Conference - "Providing for the Gifted: A Cooperative Venture?" will serve to remind participants that something is being done and that more needs to be done. It is hoped that the Conference has shown the value of working together.

Fred G. Burke
Commissioner

PREFACE

The citizens of the state of Rhode Island have become increasingly concerned about providing optimal education for gifted and talented children. In light of this concern the Rhode Island State Department of Education has taken the leadership to facilitate the development of those practices which lend themselves toward the implementation, at the local educational level, of programs and techniques to meet the developmental needs of Rhode Island's gifted and talented youth.

This conference thus was planned as an opportunity for educators and citizens alike to examine firsthand and to discuss innovative approaches and their implications in the area of gifted education. It basically was designed: (1) to stimulate consideration of those factors which have an influence on the guidance/counseling and instructional fields, and (2) to aid the participants in critically assessing present and future provisions for the gifted and talented in this state.

More specifically the goals of this statewide conference were:

1. To develop an awareness of and an understanding of what the gifted and talented are:
   a. their characteristics
   b. ways to identify them
   c. ways to communicate with them as individuals and as group members.

2. To develop an appreciation of the importance of pupil personnel services as an integral part of any program for gifted youth that provides:
   a. for optimal development of the whole child
   b. ways to work with parents
   c. ways to help them mobilize their own resources, solve their own problems and to value and use their potential.

3. To stress the need for an interdisciplinary approach to providing services for the gifted:
   a. role of administrator
   b. role of counselor
   c. role of classroom teacher
   d. role of other educational specialists.

Providence College provided the site for this first statewide conference. Along with the State Department of Education, Providence College shares a mutual concern for effective instructional and counseling programs for the gifted.

Contained in this publication are the formal presentations of the guest consultants and lecturers. As the instructional and counseling demonstrations did not lend themselves to mere print, and as their true impact could not be captured within this brochure, a video-tape of this segment of the proceedings may be obtained through the State Department of Education.

Fay R. Bodner
Consultant, Education for the Gifted

Eileen A. Matteo
Coordinator, Pupil Personnel Services

CONFERENCE COMMITTEE

GENERAL CO-CHAIRMEN

Fay R. Bodner, State Consultant, Education for the Gifted
Eileen A. Matteo, State Coordinator, Pupil Personnel Services

COLLEGE COORDINATOR

Dr. M. Joseph McLaughlin, Providence College

MEDIA COORDINATOR

Judith M. Edsel, State Consultant, Educational Media

MEDIA ASSISTANT

Diane Payne, Counselor, Project Gifted

CLERICAL STAFF

Eva R. Goyette, Vicki L. Grier, Ann A. Quick, Alma D. Sanderson

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William G. Vassar, Past President, The Association for the Gifted, State Consultant, Gifted and Talented Programs, Connecticut Department of Education, Bureau of Pupil Personnel and Special Educational Services, Hartford, Connecticut 06115

PANEL REACTORS AND DISCUSSANTS

Julius J. Breit, Director, Project Gifted, Cranston, East Providence, and Warwick, Cranston School Department, 845 Park Avenue, Cranston, Rhode Island 02910

Mrs. Sandra Jennings, Classroom Teacher, Project Gifted, Cranston, Garden City School, 70 Plantations Drive, Cranston, Rhode Island 02920

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Dr. Joseph J. Picano, Superintendent of Schools, Cranston School Department, 845 Park Avenue, Cranston, Rhode Island 02910

Dr. Joseph S. Renzulli, Professor, University of Connecticut, Storrs, Connecticut

CONFERENCE PROGRAM

9:00 a.m.	REGISTRATION and COFFEE	HARKINS HALL
9:30	CONFERENCE OPENING	Miss Eileen A. Matteo Consultant, Elementary Guidance State Education Agency
		Mrs. Fay R. Bodner Consultant, Education for the Gifted State Education Agency
	WELCOME	The Reverend Robert G. Quinn, O.P. Providence College
	GREETINGS	Dr. Grace M. Glynn Associate Director State Education Agency
	INTRODUCTORY REMARKS	Dr. Charles R. Dolan University of Bridgeport
10:00	KEYNOTE ADDRESS: "Broadening Concepts of Giftedness"	
		William G. Vassar, Past President The Association for the Gifted State Consultant for Gifted and Talented Programs Connecticut
10:30	DEMONSTRATION and DIALOGUE Bloom's Taxonomy: Curricular Implications for the Gifted	
		Dr. Marvin J. Gold, President The Association for the Gifted University of Kentucky
11:15	REACTOR PANEL and DISCUSSION	
	Moderator	William G. Vassar
	Panel	Julius J. Breit, Director Project Gifted, Cranston, East Providence, Warwick
		Dr. Marvin J. Gold
		Mrs. Sandra Jennings Classroom Teacher - Project Gifted Cranston

	Panel (contd.)	Mrs. Louise O'Mara Director of Special Services Cranston
		Mrs. Margaret Otto Director of Special Education and Special Services East Providence
		Dr. Joseph J. Picano Superintendent of Schools Cranston
11:45	**LUNCHEON**	COLLEGE CAFETERIA
1:30	**THE COUNSELOR'S ROLE**	Dr. Charles R. Dolan
2:00	**CO-COUNSELING SESSION**	Dr. Steven Scarvelis Rhode Island College
		Mrs. Winifred Miller Counselor Cranston
		Children - Project Gifted Garden City School Cranston
2:30	**REACTOR PANEL and DISCUSSION**	
	Moderator	Dr. Charles R. Dolan
	Panel	Dr. Avis Marden Coordinator for the Gifted Warwick
		Mrs. Winifred Miller
		Mrs. Eileen Mullen Parent, Psychologist East Greenwich
		Dr. Joseph S. Renzulli University of Connecticut
		Dr. Steven Scarvelis
3:00	**SUMMATION**	William G. Vassar

ORIENTATION TO THE CONFERENCE

Eileen A. Matteo

The implication of the Conference theme is clear: providing for gifted and talented children and youth requires the cooperative efforts of all - educators, parents, students, and community members alike - if we are to meet their special educational needs. It would seem to me, therefore, that each of us participating in this Conference in all probability must share several concerns and objectives when we think in terms of the theme under consideration at this meeting. Each of us can claim an interest in and/or concern for providing gifted children who are academically, creatively, and artistically talented with educational opportunities that are demanded by their interests, required to meet their needs, and that are conducive and essential to the full development of their potentialities.

That the need exists to explore new methods and techniques and to examine and promote innovative approaches in order that optimal educational programs and experiences might be offered the gifted and talented in our schools cannot be denied. This Conference should serve to assist these efforts as we share ideas and discuss current practices.

That guidance and counseling services are as essential to the gifted and talented as they are to all other children must also be recognized. While the gifted tend as a group to be more emotionally stable, more socially conforming, and less inclined toward problem behavior than other children, their needs for guidance and counseling services should not be overlooked as they, too, require guidance based upon their

characteristics and needs as do all other children. Further, the attributes of the gifted, and the educational provisions made for them pose some special guidance problems which merit consideration and planning. Basically, each child, including the gifted child, needs the most accessible and most perceptive possible guidance as he proceeds through his schooling. While this guidance is a responsibility of all the adults in the child's life, the guidance function, as such, requires that professionally trained guidance personnel be made available as collaborators in the school's efforts to individualize and to personalize the child's educational experiences.

How gifted children and youth may best be helped to develop into the kinds of citizens this complex and demanding culture of ours will expect in the decades ahead becomes the responsibility of each and every one of us.

This Conference has been designed not only to stimulate consideration of those factors which have an influence on the guidance/counseling and instructional fields, but also to aid us in critically assessing present and future provisions for Rhode Island's gifted and talented children and youth. This Conference should help significantly to add to and facilitate the exchange of thought and information concerning the area of gifted education. It should prove useful to all persons concerned with differentiated education for gifted and talented students within our schools. Certainly the quality of our services should be enhanced by the exchange of valuable insights and the integration of viewpoints throughout this Conference.

It is the hope of the State Department of Education that this Conference not only will assist each of us as we attempt to fulfill our obligations and responsibilities to the gifted and talented children in our schools, but also that it will prove to be a stimulating, thought-provoking, and challenging experience as each of us seeks new and more efficient ways of providing better educational and counseling services for these children and youth.

It is my privilege at this time to present an individual who is indeed dedicated to the task of helping to promote within the schools of this State those educational opportunities and experiences that will better assure the full development of the abilities of the gifted and talented. This Conference, which has been inspired by her, is aimed toward this end. I am most pleased to introduce Mrs. Fay R. Bodner, State Consultant for the Education for the Gifted.

Fay R. Bodner

It's very exciting to see so many people gathered here in Rhode Island to spend a whole day thinking and speaking about providing for gifted and talented children. Just watching the registrations pour in, all 325 of them, was a most rewarding experience. Therefore you can imagine how it feels to see over 400 interested participants actually show up. I hope that during this day those of us who are already committed to differential education of gifted and talented children can transmit some of our enthusiasm and convictions to all of you here and that this day will bear fruit. Before I go any further, I would like to thank, Miss Eileen Matteo, State Consultant for Guidance, for making this day possible under the Title III, Guidance and Counseling Program. I would also like to thank Miss Judy Edsel, Consultant, Education Media, for taking care of all the media.

I firmly believe that the future of the gifted and talented child is undeniably related to the decisions that we as educators and community members make. We can help guide these children to optimal levels of development or we can overlook them so that much of their potential remains intact or even worse, we can never discover some of them. Many of you have heard me say before that gifted kids and talented kids come in all shapes, sizes and colors. They differ from other children only in degree, they do not rise to the top automatically and they have all the needs of any other child plus some more unique ones. They cannot be identified by any one factor but must be identified by a multi-level dimensional approach. We must learn to recognize these boys and girls

so that we can provide for them emotionally, socially, mentally, and physically with programs that have depth and balance and provide experiences that will enable them to lead more positive and creative lives.

Planning a conference can be a joyous or a traumatic experience. Today our conference is entitled "Emphasis: Providing for the Gifted: A Cooperative Venture?" While she was typing the cover sheet our secretary wrote "Providing for the Gifted: A Cooperative Adventure?" I am not so sure that she didn't choose a better name and that she isn't more creative than we.

Planning this conference and working with Eileen and Dr. McLaughlin from Providence College was indeed a joyous adventure. There wasn't anything asked of Dr. McLaughlin that he didn't say "Providence College can do." And for that we thank him. Here today to bring you an official welcome from Providence College is Father Quinn.

WELCOMING REMARKS

The Reverend Robert G. Quinn, O.P.

On behalf of Father Haas, the College, and the community, we welcome you to Providence College for participation in what we think should be a very innovative program. The handling of something so very delicate as the human personality of the individual is an important subject because it really comes to us out of the Bible. It is the story of the ten talents and the five talents that were given, and the use made of these talents by the individuals upon whom they were given. In the 6th Century, Pope Gregory the First, speaking upon the gospel of talents had this to say:

> He that hath a talent let him see that he hideth not. He that hath abundance let him quicken himself to mercy and generosity toward others. He that hath art and skill let him do his best to share it, the use and the utility thereof with his neighbors.

If education means anything to us, this is what it has done and is attempting to do in this great country of ours. It is not for the few, it is for the many. Therefore, those who are gifted beyond the normal find difficulty in placing themselves in proper perspective to the totality of education and to those who are not as gifted. In the gospel story it said that when the Master came back and said to the one, "what have you done?" he said, "I have taken the ten and gotten more." Finally He came to the one that was fearful (and this is the great thing that one must overcome in learning)

> Fear to move, fear to do. These fears are given to us, they are not part of our nature as we are born into life.

In a sense, the exceptional child has been given the ten. He should be given the help to expand these ten that he might give to others that which he learns and contemplates as he goes through life. Let us hope that this day as you join together will be a fruitful study of the gifted child and be of some help in this particularly difficult problem. May God bless your deliberation and may He guide you to understand that each child has a place, whatever his talent, in His Divine plan. Father Abram Ryan, a poet, expresses this very well when he is talking about the need for understanding in knowledge and sympathy necessary to understand all people. And I quote from his poem:

> Better than grandeur, better than gold
> Than rank and title a thousand fold
> Is a healthy body and a mind at ease,
> And simple pleasures that always please.
> A heart that can feel for another's role
> With sympathies large enough to enfold
> All men as brothers is better than gold.

May you have a successful conference.

GREETINGS - STATE DEPARTMENT OF EDUCATION

Dr. Grace M. Glynn

Mrs. Bodner, Miss Matteo, Father Quinn, Mr. Vassar, Dr. Dolan, ladies and gentlemen and young ladies and gentlemen: It's a pleasure for me to be here this morning to bring you the greetings from the State Department of Education. Dr. Burke sends his regrets that he cannot be here. These are rather hectic and critical days, but I assure you while he is working in the field, he is working with your interest at heart. As a matter of fact I am rather glad he couldn't come because it gave me the opportunity to come instead.

I want to express our appreciation to Providence College for hosting this conference. I think that most of you know that the State Department of Education doesn't boast about its luxurious and spacious quarters. Whenever we want to have a conference, we do have a problem, but somebody always has a solution to that problem. They say, "Let's call Father Quinn." Again this time we called Father Quinn and we are delighted that he responded as usual. Our association with the College and with Father Quinn goes over more years than I care to remember, but we have always been extremely grateful for his graciousness, his cooperation, his assistance, and his friendship. I have no intention of saying how many years I have been honored to share that friendship, but I will mention to you, and I know you will join me in congratulating him, that on Saturday Father is celebrating his 40th anniversary of his ordination to the priesthood and his 35th year at Providence College. It has been a long time!

I want to thank the distinguished speakers who have come to join our program today, and I am sure that they will all forgive me if I pay a special word of tribute to Bill Vassar who has really become a Rhode Islander from our point of view. We were reminiscing before the conference started on the first time that he came to Rhode Island in connection with the Gifted. He was leaving a position in the State Department of Education in Massachusetts and going to Connecticut. We called him and asked him if he had any time to come down and work with us. He had one day between jobs and he gave it to us. Since that time he has been ever-present to give us his advice and counsel whenever we needed it. We are grateful, Bill.

I also want to express appreciation to all of you in the audience who are here today to explore with us another dimension of what we mean when we say that sound education provides an opportunity for every child to develop to his full potential. You will have the opportunity to see some of the things that are being done in Title III with the demonstration with our young people from the Garden City School. You will also hear the speakers challenge us and tell us that we are not doing enough. We know that is true. I think that I would consider that this conference is successful if, at the end, each one of us leaves with just a small idea and a very great determination to open just one more door for these special children with whom we are privileged to work. I hope your conference is a good and successful one. Have a good day!

INTRODUCTORY REMARKS

Dr. Charles R. Dolan

In my introductory remarks I would like to say that I was struck by the title of our program "Providing for the Gifted: A Cooperative Venture?" I think that up to now, at least, we have all considered that we should be "Providing for the Gifted: A Cooperative Venture." Period. However, perhaps the greatest question mark concerns the fact that of 465 "content Meetings" of the American Personnel and Guidance Association convention held last month in Atlantic City, only two of our 465 were concerned with "giftedness," and a third meeting was a "Social Hour: NVGA Committee on Multipotentiality." I think our major guidance group is telling us something and it certainly points up the need for such a meeting on "giftedness" as this one.

As an overview to the entire program today, and hopefully without stealing any of Bill Vassar's remarks immediately following, I would like to quote from the February, 1969 edition of the Review of Educational Research, the issue entitled "Education of Exceptional Children." I think this helps to set the stage. That is the reason I am quoting it.

> Since 1965, research related to the gifted has indeed shifted dramatically from a concern for the gifted child to a concern for creative process. So marked has been the trend away from studies of creativity and cognitive factors that publications of associations for gifted children have experienced dwindling subscriptions and memberships, while the new Journal of Creative Behavior has received wide acceptance since its introduction in 1967 and has more subscribers than all other related publications combined.

I think the speed with which this journal arrived on the scene under the heading Journal of Creative Behavior is telling us that something is well.

Now I would like to introduce Mr. William Vassar who is President of the Association for the Gifted. He's a colleague from Connecticut where he is the State Consultant for Gifted and Talented Programs. Mr. Vassar has a Bachelor's degree from the American International College, cum laude, and a Master's degree from Springfield College, and a CAGS from the University of Massachusetts where I understand he is currently a doctoral candidate in Education Administration. His teaching experience includes American International College and elementary and junior high grades as well as high school evening classes. Additionally he has been a visiting lecturer at Westfield State College, University of Connecticut and Central State College. Administratively he has been a vice president, a principal, and presently is the State Consultant for Gifted and Talented Programs. Professionally, he has served as a Consultant to many groups in the area of the gifted both locally and nationally. He has had many speaking engagements throughout the nation and has published widely. It gives me great pleasure to introduce Mr. Vassar who will give the keynote address entitled "Broadening Concepts of Giftedness."

KEYNOTE ADDRESS: BROADENING CONCEPTS OF GIFTEDNESS

William G. Vassar

Thank you for that kind introduction. Well, another trip across the state line. Dr. Glynn's story is a true story. My Connecticut pay schedule started on Friday and I was sitting up in Massachusetts when the U. S. Office called me and said Rhode Island needed some help. I remember calling Dr. Robinson and Dr. Glynn and spending that Thursday in Rhode Island and then going back to Connecticut to open up the next day. Since that time I think we've been over here about a dozen times, and we are very proud of the things that have happened here in Rhode Island. Some people might not think that they are that much, but for those of us wo work nationally and know what goes on in some other states, all other states, I think you've made some strides which should be commended. In a federal study we did three years ago, we found that the three most important components in the state were: full-time leadership at the state level in consultant services, and you certainly have an excellent consultant, Mrs. Bodner. I don't know whether you know it or not, but just about three weeks ago in Miami she was elected the Secretary-Treasurer of the Council of State Directors of Gifted Programs. We welcome you aboard as one of seventeen states in the country with state leadership for the Gifted. There are over 25 states without any state leadership at all, and Rhode Island happens to be one of the seventeen existing today with leadership. I also recall the state study that was done by Dr. Kellogg and I want to recognize this. I recall coming down with Dr. Renzulli to appear before your Senate's Appropriation Committee, hoping for State Legislation.

The second most important component in the state is specific state legislation to reimburse school districts to provide special programs for the gifted. I think this is totally important and I think this is your main objective. Hopefully and optimistically in the next few years you'll see this happen as in your sister state of Connecticut and other states throughout the country.

I must also mention that I am an immediate past-president of the Association for the Gifted, as of a few days ago. Dr. Gold, who follows me on the program this morning, is now the president of the Association for the Gifted. We switched hats in Miami in April instead of July 1 so that we could expedite the change-over.

Some folks really entertain a new thought as if it were an unwelcome relative, and I have a hunch that during the first 45 years of research in the Education of the Gifted, many professionals were happy to keep their entertaining to a minimum with such relatives as developers, implementers and programmers. Later Herbert Hoover said this, "Words without actions are the assassins of idealism." I feel that many millions of words have been written on talent loss, but little has been spent to combat this loss in America today. Many professionals were happy to strangle realism with words in the Education of the Gifted, and many have been totally disinterested in facing reality with action. Very little implementation of the research on the gifted carried on by university professionals ever reaches the school district level in each of our fifty states. Words serve one purpose when publication is equated with economic survival, but they serve no useful purpose when actions do not follow these words, and the needs of our gifted and talented youth

are not met. For many years many of us have been satisfied with mediocrity when excellence has lurked just around the corner. For many years some of us have been extremely unhappy and extremely uncomfortable about the treatment of special education for our gifted and talented youngsters. Let me just say here, that this is not a fight of General versus Special Education, that Special Education for gifted youngsters certainly is in support of anything in education for the generality or the normality. We in Connecticut take a position, and I take this position nationally, that we can live very comfortably with the general educators meeting the needs of gifted youngsters if they are tooled to do so. I find no state, no matter how sophisticated, in the United States today to be ready to carry on meeting the needs of all of the gifted and talented in our public schools. I don't want you as educators and parents to be sold down the river by some of the educational jargon that's being sold by some generalists today; jargon that non-graded concepts, that team-teaching approaches, that individualized instruction are going to meet the needs of each and every youngster in the school district. This is good jargon, but I've seen very little of it implemented. I've visited many open-spaced schools around the country. Do you know what I found? Dividers in the open-spaced areas and seats that were still lined up the same way they were in some of our schools in the 20's and 30's. I saw very little in terms of programs. Now many people will sell you the bill of goods that they can take care of themselves, and this is true to the point of the statement But carry it one step further. They can take care of themselves in relationship to a curriculum that has been designed for the normality of youngsters, or for the average, if you like. What I am

saying here is that we have youngsters in our public schools in America whose needs deviate from the norm so markedly that they need special programs and/or services to maximize their potential. When you accept this posture, you accept the position of special programs and/or services for these kinds of youngsters as an adjunct to or in cooperation with general education. In terms of broadening concepts of giftedness, the American public today, as ten years ago, as twenty years ago, as forty years ago, will not accept a limited narrow spectrum of giftedness - may I use the term Terman-type youngsters, or high IQ's, or highly motivated, highly-interested kids. We've been trying to sell this kind of program to the Federal level, to the State level, to the school district level, since the time of Terman, in 1925. The only major surge we had with this kind of a youngster was in 1958 in the years following after Sputnik, when America came to a crisis in its race to the moon with Russia. Then we had NDEA kinds of things implemented to bring about the best we had in math, science, guidance services, foreign languages, etc. What I am saying to you is that there are many kinds of talent, there are many kinds of giftedness not recognized by the public schools in America. We tend to narrow it down to a limitation of tests, a limitation of academics, but there are many kinds of giftedness existing within a discipline and within individuals that should be nurtured in the public schools. Let me give you an example. One of the things you used to read about many many times in literature was the fact that IQ was related to environment and this is true. But let's carry it one step further. Today, we have many many problems in the ghetto and rural areas of America. What about this youngster who is economically disadvantaged or culturally

disadvantaged who might have the potential if given the proper kind of stimulus environment to make the same levels in life as that Terman-type high-IQ youngster? What about this bright underachiever who many of us, especially as junior high administrators, have swept under the rug? This is a legitimate target group in gifted child education - those who test out high, but whose achievement is practically nil in a public school setting. What have we done with the arts in our public schools, not only for the bright and talented in this area but for the generality? This is a legitimate target group, those who have outstanding talents in the area of music, the visual arts, and the performing arts. And yet again, very seldom do we broaden our programs to encompass these kinds of populations. If we are to succeed in selling "programs for the gifted" we must broaden the base from which we operate. Without this we are doomed as we were in research in '25, as we were in legislation in '58. Let us consider this whole area of creativity that Mr. Dolan talked about. Getzels and Jackson did a famous study on the relationship of high-IQ to high-creative producing kinds of youngsters. I think the case was overstated because, when you talk about gifted academic youngsters (and if you want to use a cut-score you might be talking 135 pluses) there are many high-creative producers among the high Terman-type youngsters. Where it starts to diminish usually, in the studies that we have seen, is in the over-150 category. The misconception that's been brought about by creativity and the people who do the research in this area has been that there is an awful lot of high-creative production in the middle or at the end of the spectrum, and this is not true. Most high-creative producers, based on the research of Torrance and others,

show that they come from a well-above-average kind of cadre in the public schools or the private schools, or the population as a whole. So here is another legitimate target group that we have to consider as we operate in the public schools - those who are high-creative producers. Now what about programs for the gifted? Let me take you back. I took a leave back about - I hate to think about it - ten years ago to travel with the NEA Project on the Academically Talented with Dr. Charles Bish. I had the opportunity to fly with him to the top 25 programs in the country, and I found out some rather interesting things. I found out that we were spending more time, as we have in some areas of the handicapped, in diagnosing youngsters than we spent in putting input into a program. I found out that we were separating kids 100 percent of the time into special classes, thus furthering this alienation factor that we sometimes have in special education for the handicapped. I found out as I talked to teachers and youngsters throughout this country that nothing different was going on in these programs. If a program - and we worked with programs every day of the week in local districts - is going to be successful, the main emphasis should be on identification, not on definition although they are both important. The main thrust should be on what happens to the youngster once he comes into the program regardless of the design, regardless of complete separation or semi-separation, regardless of whether they are in resource rooms or Saturday programs or summer programs. These things are immaterial. The most important thing has to be the in-put into that program. You know Passow and Goldberg and Justman did a study on ability grouping, and if you thunder through that study, after 253 pages they tell you this: Ability

grouping is neither good nor bad. It is neutral and it depends what happens in the group. I say let's draw this to the areas of the gifted, all kinds of gifted youngsters. The difference happens to be two things in a program. One, if you're going to take the time to place these kids in a special setting, then you should provide a curriculum that is differentiated for these youngsters to meet the talent areas they are in. If you are going to give them more of the same or do something with enrichment as a facade or a smoke screen, then forget about going into the program to begin with. I think you have to differentiate this curriculum experience. The second factor is, you cannot carry on programs for all kinds of gifted youngsters today with the same kind of teaching strategies that you use for the generality of youngsters. We have many models existing in this country. It's sometimes appalling to give Torrance's Information Awareness Test to a group of educators in this country. The first question you ask is: Are you familiar with Guilford's Structure of the Intellect? This happens to be a very highly theoretical model of the broadened concept of total intellect. He talks as a scientist in terms of the 120 potentials of the human mind, instead of the slight eight that we measure on an IQ test. When we think of the work of Calvin Taylor in creativity at the University of Utah where he talks about totem poles of talent, we disregard the talent for leadership, we disregard the talent for psycho-social thrust or intuitive thinking - that little kid who always has a hunch that it's right, and most of the time it's right. There are all kinds of these models existing. The work of Bruner is up the road apiece. Or Piaget, oh dear! I just read an article yesterday in one of those women's magazines about

Piaget. I recall visiting Clark University for his symposium about 11 years ago. You know who knew Piaget in those days when he didn't have the P. R. that he has today? Going to Clark University was like going to a P. T. A. meeting the day after New Year. If I may draw the analogy this way, now it would be like coming to confession the day before Easter. You can't get in. I should have used Midnight Mass, Father. I think that's a better analogy. What I am really trying to say is that Piaget in this stage of development theory gives us an awful lot of indicators as to how we can work with youngsters from zero up. The Bruner thing I mentioned, the Bloom Taxonomy that Marvin Gold will work with after I finish, all give severe implications to differentiating teaching strategies for gifted and talented of all kinds. Let's get off this low cognitive regurgitation level with these kids, that turns them off. You know, I feed it to you, and you feed it back to me the way I like it. What about these gifted kids who come to school in kindergarten or in first grade and they turn off the third day of school? For all intents and purposes they really don't turn off, they conform; they are bright enough to figure out the teacher, how does she or he want my hair combed, etc.

Recently, I was visiting a school. I went in to visit and to observe a very very bright youngster with an IQ like about over 200. The teacher said he looked bored. This child wasn't bored. I watched "Show and Tell" in that first grade for three-quarters of an hour one morning, and I am willing to bet that if I talked to that youngster immediately thereafter, this youngster could have given me verbatim every verbal and non-verbal action that went on in that room during that three-quarters of an hour.

These kids tend to conform for the most part. Although many of them are not conforming today, I think this may be one of the bases for our social ills, or some of them. My point being that we do not use strategies that are available, or at least the theories to develop strategies, with these kinds of youngsters. Without going way off on a tangent, I'm asking you as you develop programs to underplay identification and diagnosis. Also, it's very important to underplay what the design is and not get into a big kick on whether it should be this, that, or the other thing and put the input into a differentiated curriculum and teaching strategies so that we can turn these youngsters on.

What about Federal legislation? I hear people in states say to me, it can't be done, we can't do this in the state legislation, we can't do that with the state department or public school districts. I really do think that you have to be optimists, and I don't think you can think about what it's going to do immediately, and I have been trying to sell this to parent groups for years. Instead we should try to think of the long-range effect that it will have. Because we know the political implications, we try to attach money to money to it. Public Law 91-230 was boosted by TAG, Council for Exceptional Children. It said that a comprehensive study would be done by the U. S. Office of Education. I'll tell you right here and now that the study has been pretty much completed. The data is from the four different parameters. Some of you took part in the regional hearings in Boston. Dr. Gallaher took findings from the ten regional hearings, put them together, and has come up with certain concepts, certain charts, etc. Doctors Ward and Fleigler have taken the questionnaires that we sent out nationally

and have taken the data from there, and certain position papers and models have been developed. Our job again begins June 30 when the U. S. Office submits this study to the Congress. Those of us in national organizations are going to come to you, and we are going to ask you to support this study as we thrust it through the Congress. This is our big thrust. We failed to make it in '59, we failed to make it in '65, and I dare say if we fail this time we can forget about Federal legislation for the gifted for a long time to come. Having been with Mrs. Bodner and with U.S.O.E. people in Miami, part of the CEC-TAG Convention, I feel that there are some very interesting things coming up. I see some very interesting models being developed by the U. S. Office people for the Congress, and we are hoping that this isn't a bad year at the Congress. We are hoping to make it a good year. But the whole concept again is on the Broadening Concepts of Giftedness. We just can't go in and sell the limited spectrum. This is important to all of us.

What about the different kinds of things that happen to gifted? Let me tell you a story. When I was on my way to Connecticut, a fellow named Frank Driscoll, who is Superintendent of Schools in Avon, called me one day and he said, "I understand you are coming to Connecticut in the fall." This was about May, 1966 and I'd just been appointed. I said "Yes." He said, "I want to try something different." I asked, "What do you want to try, Frank?" He answered, "First of all, I want to buy a mountain." And I said, "A mountain, Frank, a mountain for what? I've been in Massachusetts and, you know, it's kind of boxed in a little bit, rather staid in some ways." He said, "I am dreaming of

a mountain. It's an old Nike site and we'd like to build a Science Center any maybe put one of the major thrusts through for the gifted in the sciences." Today, we have that mountain. It's now four years old, and I would like to have you come and visit Talcott Science Center Mountain someday and see what we are doing there with meteorologists and astronomers and geologists on this mountain.

Well, this wasn't too bad until I met Sandy Plante, our man in Disadvantaged, who said, "Bill, how would you like to get involved in buying a college campus?" By this point in time I wondered if I should have stayed in Massachusetts. A college in Hamden happened to be available since they were building a brand new campus. We leased it from Hamden with some of Title I's money and some Gifted money. New Haven Educational Center is a program to retrieve talent from the ghetto areas. We started with forty kids three years ago, we're now up to 120, and we are anticipating broadening the program next year to 320 - kids without IQ scores, without any kind of standardized test, but who, subjectively, have been identified as having potential to gain from this kind of thing. You know what? The funny thing is that it's working.

This wasn't bad until I met the late Dr. Wattenberg. He passed away the day after Christmas - a very dear friend of ours. He said to me, "Would you be interested in a Synagogue?" Again I said, "Yes." Just two weeks before his death the State Board of Education in Connecticut awarded the City of New Haven a $718,000 facility grant to renovate and equip that Synagogue for an 18-town regional high school center for the creative and performing arts for gifted and talented

youngsters. We're in the process of hiring a director at the moment. The Connecticut Art Commission has been with us, all kinds of arts people have been with us. It has just been a fantastic move. We are going to succeed, and we are going to open in September of '72.

The reason I like to tell you these things is the fact that these things are a little different from the kinds of things in the regular school program, and we have a number of those. But I think these are the kinds of ways that you have to think in terms of broadened concepts in giftedness. On Quiniapic Campus we talked about a large excess cost per youngster. You have to take these chances if you think you are going to be able to retrieve talent. So, what I have been trying to say very quickly is, I think you in Rhode Island have to think seriously about coming together as educators, as parents, and as lay people and getting to the legislature to come up with some specific legislation to reimburse the program for public school districts. You have made the first hurdle with a full-time consultant. Let's head for the second hurdle. The third one is good teacher training in our institutions of higher learning. Hopefully with one of the models we have set up in Federal legislation, they will have more monies available for this kind of thing in all of the states.

What about the Federal level? I feel the Federal level will come, if not in this Congress, in the very next. I'm very optimistic to think that the Bureau of Handicapped, for the education of handicapped children, United States Office, will change it's name to the Bureau of Exceptional Children and will include a staff for education of the gifted with national leadership which we've never had in the United

States Office. I predict that if we broaden our thinking to include all those target areas we've talked about in gifted and talented, we'll get an upsurge of many more of the American public to support a truly broadened concept of gifted and talented in America today.

EXCERPTS: DEMONSTRATION AND DIALOGUE, BLOOM'S TAXONOMY

Dr. Marvin J. Gold

Pupils - Grade 4, Project Gifted
Garden City School, Cranston, R.I.

In this segment of the proceedings only Dr. Gold's introductory remarks and those excerpts of his remarks that give the essence and feel of the demonstration are included. The children's introductions were included verbatim as they are indicative of many of the hobbies, characteristics, etc., of gifted children.

Bill Vassar mentioned in his presentation that an idea isn't quite good unless you implement it. I think that's the status with gifted education also. We have good feelings about it, but we don't do much about it and, therefore, we flounder around for a bit. I should like before I begin this morning to ask our panelists to introduce themselves and tell us a little bit about themselves so you can have a feel for who they are and what they are in this morning's demonstration. David, beginning with you. Incidentally, before I introduce him, he asked me, "How long will the presentation be?" I said, "Well, around forty-five minutes." He said, "Gee, that's even longer than Gilligan's Island."

David: My name is David _____ and I am one of the only left-handed children in my class. I am the shortest kid in the class, and I live at _____.

Dr. Gold: Is there any correlation to being the shortest kid and living at that address?

David: Nope.

Dr. Gold: OK. Thomas.

Thomas: What can I say? Can I tell them what I wrote down in reference to your question?

Dr. Gold: If you want to.

Thomas: Well, I am the next shortest in the class, and you may not be interested, but my 'phone number is _____. My hobby is - well, I have two hobbies - one is boats and the other is airplanes. The last airplane that I tried to fly went fifty feet into the air, came down and got all smashed up. I was born in Alaska and I have lived in California most of my life, LosAngeles, and that's all I have to say.

Dr. Gold: Ihank you Thomas.

Carol: My name is Carol _____ and I live at _____. I like to read, and I like mysteries best of all. I am ten years old, and I have two brothers and two sisters, and there are eight in my family altogether.

Allison: My name is Allison _____ and I live at _____. I will be ten years old in a few weeks, and I have a brother and two sisters. My hobbies are reading and swimming.

Cathy: My name is Cathy _____. I am ten and a half years old, and I enjoy cooking, crotcheting, sewing, and also sports.

David: My name is David _____. I live in Cranston and I have been going to Garden City School for almost all of my life, in fact, all of my life. My hobby is sports

Eileen: My name is Eileen _____ and I live at _____. I am ten years old and I like to read a lot. When I grow up I want to teach children who are disturbed in some way.

Cathy: My name is Cathy _____ and I live at _____. I like to cook a lot, and my mother said I am the best cook in the house. I read a lot and I have a lot of pets.

Dr. Gold: Thomas indicated something quite interesting when he started giving his telephone number. He said, "Well, he asked me to say something." I think very often that happens to kids in any sort of situation. It reminds me of an anecdote. It's a true story - it happened in a dream, but the dream was true. I think it is indicative of what we do with gifted education. My daughter is a gifted child, one of the lowest achievers I have ever seen this side of the Kentucky River, but she was a bright gal and a verbal one at a very early age. However, I was an extremely proud pappy when she was speaking in short complete sentences about age 9 or 10 months. This part is true, I did have a dream about her. The dream went something like this: I was having several people over to the house and I was very proud of Marjorie. I would say, "Marjorie, say 'Hello Daddy.'" And there I was waiting for her to say "Hello Daddy" to show her off to all the friends. "Come on Marjorie, say, 'Hello Daddy.'" She looked at me and she said, "Hello Daddy! Hello Daddy!" Then she turned to the people and said, "I hope you realize I can say much more than this, but all he asks me to say is 'Hello Daddy!'" I think on occasion our demands and expectations of gifted youngsters are far shy of what we should reasonably expect and hope. And it's far, far shy because it isn't that we haven't the information. We don't know what questions to ask. We don't know what tasks to demand. We don't know what jobs to put forth and because of this we do what has been done to us and what has been done to our teachers before us. We stop at a very low level of knowledge and information, schooling and education. This morning's demonstration is one to describe just one approach of several legitimate ones. This is

not necessarily my favorite one, and it certainly shouldn't be taken as the last word in education for gifted youngsters. However, it is an attempt to break out of the traditional box and move forward. There is a difference between this and other systems, but for now I would like to concentrate on this taxonomy of educational objectives and show how it might be related to a question and answer technique used with bright youngsters.... To get a fuller feel for, and to get a better understanding of, Bloom's Taxonomy of Educational Objectives: Cognitive Domain, I certainly would recommend that you go right to the source. What we are doing now is purely a skeleton approach. You will notice that the questioning material is divided into two sections, Knowledge and Intellectual Abilities and Skills. For the most part the knowledge area deals with the who, the what and the when that we're all involved in in education, and we just don't break out of it. Who discovered America? When was the American Revolution? And where is Valley Forge? These are the kinds of things that we're hooked up to in traditional education. And very very seldom, if at all, do most teachers go beyond into the "whys" and the "hows" which would be what the intellectual abilities and skills are related to. I would like to make this point. I am sure it will come out as a question again, but I'd like to reiterate it a couple of times. You do not in a lesson such as this follow from one item to the next in sequence. I am doing that now so that you can see the gradation, so that you can see the continuum. It isn't necessary that you start from 1.00 and move through the last stage dealing with evaluation, the 6.00 section. I'm doing it simply for demonstration purposes. Teachers and/or other educational workers and

parents please don't feel that it's a necessity to follow it through step by step. The contents of the lesson the youngsters have seen. They've all read it, and for one of the items I've asked them to prepare some materials so that it wouldn't take too long while we were on the stage. Outside of that they do not know any of the questions that I'll be presenting to them.

> Following his lesson plan (see Figure 2, page 32) Dr. Gold proceeded to move from 1.00 Knowledge, simple recall, to the highest level of the Taxonomy, 6.00 Evaluation, quantitative and qualitative judgments. As he taught he gave a running commentary. A precis of his remarks is given below.

In other schemes, such as Guilford's Structure of the Intellect, each of the cells of that structure is independent of one another. Therefore, they receive the same weighting whether they appear first or last. In Bloom's Taxonomy, however, we go from the simple to the complex.

All too often as classroom teachers, we pat ourselves on the back and say, "My, wasn't that an interesting discussion, and didn't those youngsters do a fine job. Haven't they got the concept well under their belts?" And we quit right there. The advantage of the taxonomy is that we move on into higher levels of thinking. For example, the section called "Comprehension" looks at the understanding of a concept three different ways: First, by translation or a restatement of the materials to make sure that the youngster understands what is going on; secondly, by interpretation, and that is his understanding. This is essential to the real comprehension, the interpretation of what is going on; and finally, the extrapolation, which is a testing of his understanding by going one step further into new content, new material and new understanding.

Prior to the demonstration, Dr. Gold met with the children for approximately 15 minutes. It was their first meeting. He gave them some content material to read. (See Figure 1.) He asked them to write whatever they wished, a poem, a story, etc., based on this material. One boy asked if he could write a joke. During the demonstration he commented, "It came out more like a fairytale than a joke." Below is a sampling of the children's writing. The joke-fairytale appears first.

The way a thermometer works is like this - These little things in a glass tube jump around, and when it's hot they move further up the tube. And when it's cold they crowd together and try to keep warm and end up down at the bottom.

A scale and a tube and mercury molecules are all part of a thermometer. I can't tell whether they like to push and shove or be shoved or be all squashed. I am sure glad I am not a molecule in a thermometer.

My Thermometer

I have a thermometer in my room,
It rises short and tall,
I like to see this part best of all.
Sometimes I sit all day and night,
Just to see it raise and shorten in height.

The Thermometer

The thermometer sits on the porch
In all types of weather.
In rain or shine, snow or heat,
And it's light and bright as a beet.

My Thermometer

A thermometer has something called mercury,
That will go as high as 90 or as low as 30.
A thermometer works like a train,
In snow, or sleet, or rain.
Inside the mercury there are particles called molecules,
They bounce around up and down.
Mercury is red or blue,
It should be of good use to you.

HOW DOES A THERMOMETER WORK?

THE THERMOMETER on your wall is a glass tube with a silvery or red or blue line inside. The silvery line is a liquid called mercury. Since the tube is hollow, the mercury can move. It goes up as the room gets warm and down when the room turns cold. A thermometer with a colored line contains a different liquid that behaves in the same way.

The marks and numbers on the tube measure the height of the mercury. If it shrinks down to the 32-mark, you will be shivering, and water will turn to ice. But when the mercury goes up as high as 90, you feel very hot.

Why does the line of mercury grow taller or shorter? Like everything else, mercury is made of tiny particles called molecules. The mercury molecules are always moving, bumping into each other and bouncing away. Even when the silvery line remains steady inside the tube, the molecules are shifting around and around. Heat makes them move faster. The fast-bouncing molecules shove each other farther and farther apart. So the mercury takes up more space, and it rises in the tube.

When the molecules get cold they move more slowly. Now they don't need so much bouncing space. They draw closer together, and the mercury goes down.

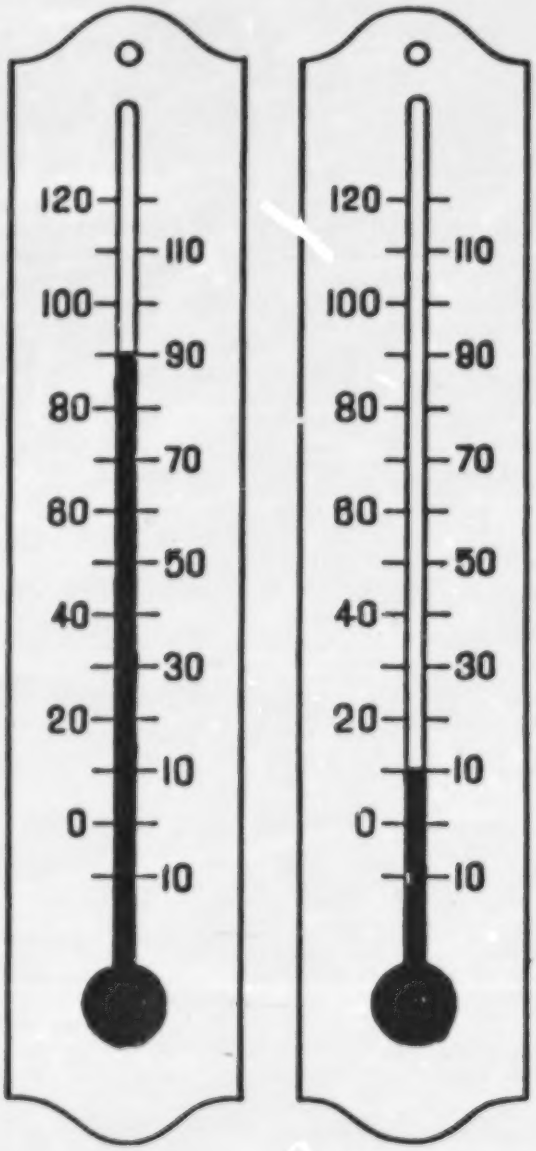

Figure 1.

LESSON PLAN

KNOWLEDGE

1.00 Knowledge

1.10 Knowledge of specifics

1.11 Knowledge of terminology
What does hollow mean?

1.12 Knowledge of specific facts
In which direction does the mercury move when the temperature gets warmer?

1.20 Knowledge of ways and means of dealing with specifics

1.21 Knowledge of conventions
How many paragraphs are there in this article? How do you know?

1.22 Knowledge of trends and sequences
If we were to think of "typical" temperatures for the four seasons, we might use the terms hot, cold, or moderate. Starting with the spring, identify in order the seasons with their accompanying temperatures.

1.23 Knowledge of classifications and categories
A thermometer is not the only instrument we use to measure things. What other measuring tools do we employ and what do we measure with them?

1.24 Knowledge of criteria
In general when do we use measuring instruments?

1.25 Knowledge of methodology
Pretend that you wanted to make a thermometer. How would you go about doing it?

1.30 Knowledge of the universale and abstractions in a field

1.31 Knowledge of principles and generalizations
The article indicated that the mercury behaved in one way when it was cold and another when it was warm. What about other materials - do they behave in the same way?

1.32 Knowledge of theories and structures
What must be done to buildings and bridges, for instance, to allow for this molecular behavior at different temperatures?

INTELLECTUAL ABILITIES AND SKILLS

2.00 Comprehension

2.10 Translation
Pretend that reading speed is the same as molecular speed. Read the first paragraph aloud as if it were freezing outside; read the second as if it were the hottest day of the year; read the last paragraph with today's temperature in mind.

Figure 2.

2.20 Interpretation
From the information we have so far, would you say that molecules always are or always are not moving?

2.30 Extrapolation
Who knows the temperature at which water boils? (If no response, offer 212° F) What do you think would happen if we were to place the pictured thermometer in boiling water? Why?

3.00 Application
Knowing what would happen to this thermometer might aid you in developing one that could be placed in boiling water. Name a couple of things that you might do to make certain that your thermometer will not break.

4.00 Analysis

4.10 Analysis of elements
The pictured thermometer ranges from a high of 120 to a low of 10 below 0°. Why do you think there are two tens - one above and one below zero?

4.20 Analysis of relationships
If all molecules move more rapidly when it is warmer, why don't the glass tube molecules move also? (Elicit response indicating amount of movement also related to state of material - solid vs. liquid.)

4.30 Analysis of organizational principles
The author eliminated such terms as degrees, Fahrenheit, Centigrade. Why do you think these terms were left out?

5.00 Synthesis

5.10 Production of a unique communication
I am going to give you a moment or two to prepare a poem concerning the material we have been using today. Look up when you have completed it and I'll ask you to share it with the rest of us.

5.20 Production of a plan or proposed set of operations
Suppose we were interested in finding out what the best classroom temperature was for boys and girls such as yourselves. How could we determine the ideal figure?

5.30 Derivation of a set of abstract relations
Can you describe what a thermometer might look like if we were to use alphabetical symbols instead of numerical symbols; what would it be like if we used color markings; geometric figures such as a triangle? What similarities do you see in all these systems? Which do you prefer? Why?

6.00 Evaluation

6.10 Judgment in terms of internal evidence
The article states that at "the 32-mark, you will be shivering." Can we believe that statement? Why?

6.20 Judgments in terms of external criteria
It also states that "when the mercury goes up as high as 90, you feel very hot." Does anyone know when that statement might not be true?

Figure 2. (continued)

The Thermometer

There is a thing called a thermometer,
Sometimes a degree is measured by a milometer.
It's usually on your window sill,
It tells if the air has a breeze,
It tells if the sun is sleeping,
It tells if the sun is peeping.
It's a very nice thing to have you know,
It tells if you should be expecting snow.

After completing the demonstration, Dr. Gold asked the children if they enjoyed the kinds of questions he had asked. Their reaction was: "Yes and no, depending on the topic." Asked what topics they would have preferred, two said "boats," four opted for animals, and nine for sports.

Dr. Gold observed that the children's appraisal was very insightful. Because this was a demonstration lesson and he did not know the children, his decision to talk about the thermometer was an arbitrary one. Dr. Gold commented, "All too often teachers who know their youngsters will still come up with lessons on thermometers when the kids, themselves, either verbally or otherwise, are indicating they are more interested in sports or other activities."

He further pointed out that there were constraints both as to topic and approach, and that there was a lack of freedom to move about because it was a demonstration. This tended to make him feel as if he were in a "straight jacket."

There was a definite amount of time and a definite number of questions to fit into that time. Whenever Dr. Gold digressed, he said he felt compelled to get back on track. He emphasized that a teacher must decide his or her purposes and that in a classroom he would hever have developed his lesson sequentially by the Taxonomy, but instead would have used Bloom's as a checklist.

EXCERPTS: REACTOR PANEL BLOOM'S TAXONOMY

Youngsters are sometimes shortchanged because they can only go to the level to which a teacher will allow them. If we are going to do a job, we have to do it right. We have to look at the whole process of education differently, and this possibly means an extended school day, an extended school year, and much experimentation. The teacher must become a resource person rather than a lecturer. We can no longer rely upon intuition. We have to learn how to do things and work them through. Bloom's Taxonomy is one approach to this, but there are a variety of others. We must always bear in mind that we are dealing with the children and their needs first rather than the theory; and there are times to deviate from a model.

Guilford's Structure of the Intellect has an advantage over Bloom's Taxonomy in that it doesn't give the teacher the compulsive feeling he or she must start with 1.00 and go to 6.00. It has 120 cells and he can zero in on any of them.

Frank Williams' model for creative productive teaching emphasizes 18 strategies. He analyzed and synthesized the implications in Bloom's Taxonomy in both the affective and cognitive domains, added from certain areas of Guilford's higher learning process, from Piaget's theories and some of the Bruner processes. William's model has proved effective with Terman-type students as well as the creatively gifted student. Mixing of these strategies can be and is done.

For effective teaching there has to be interaction of several factors. One has to consider the affective domain and psycho-motor domain

as well as the cognitive domain. The youngster, as the consumer, should be just as much aware of what he is doing, why he is doing it, as he is of the information package.

There was agreement among panel members that specialized differentiated activities were very necessary to accomodate the needs of gifted children. It was also agreed that all of the techniques demonstrated and discussed had severe implications for the regular classroom teacher. People concerned with Special Education for the gifted always say their overall objective is to be put out of business. If instruction is to be individualized, conceptual models for all teachers should be developed in the same manner as programs for the gifted are developed. The support of the regular classroom teacher is very necessary in instances where gifted youngsters go to various resource rooms. Teachers in the regular classroom should be aware of the conceptual aspects and possibilities for differentiating strategies within their own classrooms. These children need backing and their education should be continuous. They should know that there are other children in the world similar to themselves.

The world is changing rapidly. We must find time to get beyond the cycle of teaching at the lowest level, facts and information, and the trap of having children regurgitate back until they have an emotional explosion.

Early identification is necessary. Parents must be involved; they must be prepared and begin to value the ability to do abstract thinking. The uniqueness of every child must be developed and this is a cooperative venture that must be shared by parents, professionals, and the community-at-large.

ORIENTATION - AFTERNOON SESSION

Eileen A. Matteo

I would, at this time, like to express our very sincere thanks to the United Camera Company for the loan of their equipment. Also, to Jim Callahan and his staff for the excellent job they did in video-taping this morning's session. We are most appreciative.

As had been indicated at this morning's Conference Session, time constraints precluded a full and proper introduction to our speaker for the afternoon session. I should like at this time, therefore, to highlight some of his professional achievements and background. He is currently Chairman and Professor of the Department of Guidance and Personnel Services at the University of Bridgeport in Connecticut in which capacity he has served since 1966. He served formerly as Acting-Coordinator for a one-year period and as Coordinator for a two-year period of the Office of Advisement and Counseling at the University of Rhode Island. At this time also, as a Counselor Educator, he directed the 1963 NDEA Summer Institute in Counseling and Guidance at the University of Rhode Island, as well as serving as director of the Faculty Committee on Instructor Evaluation. He also has served for a five-year period as the Director of Occupational Information and Guidance at the New Hampshire State Department of Education. For a 25-year period (he really doesn't look that old), he has enjoyed the active and reserve status of a Commissioned Officer, as a Second Lieutenant through Major with the U. S. Army.

He was recently elected as President of the New England Association for Measurement and Evaluation in Guidance, in which Association he

formerly served as Membership Chairman. He has been a Past-President of the Rhode Island Personnel and Guidance Association, and I might add that it was a challenge to follow in his footsteps as President of this Association as he employed many innovative approaches at that time in making this professional organization a meaningful and effective one for its membership. He has also served as Vice President of the New Hampshire Special Education Association, Vice Commander of the U. S. Coast Guard Auxiliary in Rhode Island, and Secretary of the South Kingstown, Rhode Island, Board of Health.

He received his Bachelor of Arts Degree from Colby College in Waterville, Maine - one of the things we have in common, I won't mention others - his Master's Degree in Educational Administration from the University of Maine, and his Doctoral Degree in Counseling and Guidance from Boston University. He, also, has done graduate work at the University of California at Los Angeles.

I am certain his address will be a most informative one and of value to us. And as a former Rhode Islander, I might add he holds a special place with many of us in the Guidance and Counseling field. It is with great pleasure that I re-introduce Dr. Charles R. Dolan.

ADDRESS: THE COUNSELOR'S ROLE

Charles R. Dolan

In my introductory remarks this morning I quoted a paragraph from the February, 1969 REVIEW OF EDUCATIONAL RESEARCH, "Education of Exceptional Children" issue, which indicated a dramatic shift "from a concern for the gifted child to a concern for the creative process." Additional areas of current concern were highlighted by such headings in this chapter on "The Gifted" entitled:

Social Influence and Giftedness

The Creativity Research

Identifying the Gifted

Teaching the Gifted

Developing Creativity

Educational Practices

Differences Among the Gifted

The "Overview" summed up this period as follows:

> The period 1965-68 saw a substantial shift in research emphasis from the nature of gifted children to the nature of creativity. Societal influences affecting research on the gifted in this period ranged from the New Left political movement to computer technology, racism, and consciousness-altering drugs. Experimental teaching approaches were introduced during the period and curricular modifications were evaluated. New identification techniques were suggested and differences among the gifted were reported. The period reflected that the sheer bulk of creativity-related research each year now exceeds that quantity of research on the gifted conducted during the entire 1850-1950 period.

Fifty-eight sources were identified in the "Bibliography" and in the "additional References." I would highly recommend this article for your reading.

And now where does the counselor enter the picture? Bishop (William E.) in an article in Exceptional Children (January, 1968) entitled "Successful Teachers of the Gifted," refers to a study of one hundred and nine teachers "who most influenced gifted secondary students" prior to their participation in a statewide honors program. Quoting Bishop, "Influential teachers did not differ from unselected teachers in sex, marital status, type of undergraduate institution, highest degree held, course work preparation, or professional activity." (However):

> The selected teachers were intellectually superior, ranking in the top 3 percent on adult population norms. These teachers pursued intellectual avocations, were more active in the cultural life of their communities, and exhibited more favorable attitudes toward students and took a greater interest in student motives, feelings, and behaviors. These teachers were more considerate of student opinions in class; were most systematic, orderly, and businesslike in their approach; and exhibited more imagination and enthusiasm about their particular subject. They also supported special education provisions for gifted students and more preferred to teach a class of exceptionally bright students than did their fellow teachers.

Should the counselor of the gifted student possess the above attributes? Hill (George E.) Management and Improvement of Guidance, 1965 suggests:

> Gifted children, because of their own talent for self-insight and self-management, especially need counselors who are permissive, accepting, and yet challenging and provocative in their approach. It is possible that some counselors should be identified who have special capacity for counseling the gifted. Such counselors may themselves be highly permissive, of extra-wide cultural background, superior in scholarship, especially well trained in testing and statistics, and in the education of the able.

Perhaps we counselor-educators should look for such counselors among the type of teacher whom Bishop described in his study above.

Leonard Miller, Guidance for the Underachiever with Superior Ability, 1963, indicates that the counseling function of the teacher of the gifted child does not remove the need for school counselors. Specifically, the counselor serves as a consultant to teachers, works with pupils who may have difficulty relating with teachers, and involves himself in cases beyond the ability of the teacher. Miller especially points up the most basic contributions which the school counselor can make in the counseling relationship with the gifted child:

Personal support - Perhaps the single most important service a counselor can render the gifted underachiever is to convey an attitude of faith and belief to him, a kind of empathic tie which the counselee senses and knows he can rely on.

Educational counseling -
Where (early educational commitment is required) the counselor has the dual responsibility of helping the school system understand the impact of such an early commitment on students, meanwhile helping the students to make the wisest choices available at that moment.

Vocational counseling -
Many authorities feel the vocational guidance of the gifted achievers has been somewhat submerged in the nationwide preoccupation with college placement of the gifted. (Patterson, C. H., An Introduction to Counseling in the School, 1971, cautions that "Although this advancement (of the gifted) may lead to earlier vocational choices, the counselor should be cautious about accepting or fostering specific occupational choices at an early age.")

Personal adjustment counseling -
A study by Terman and Oden ("Genetic Studies of Genius," The Gifted at Mid-Life, 1959) "shows that while the extent of maladjustment is less among the gifted group than among the general population, serious personal adjustment problems occur, even among those with superior ability."

Zaccaria (Joseph S.), Approaches to Guidance in Contemporary Education, 1969, suggests that "The gifted also have unique behavior resulting in situational problems." The counselor who is well trained should be able to deal with these problem areas, such problem areas of the gifted being:

Reaction to society's sanctions against divergent behavior.

Fear of alienating friends in maintaining creativity.

Lack of well-roundedness.

Divergence from sex norms.

Preference for learning on their own.

Undertaking dangerous tasks.

Possession of different values.

Inability to stop working.

Searching for their own uniqueness.

Psychological estrangement.

Unique problems resulting from repressed creativity.

In concluding the section of this paper on counseling the gifted student on an individual basis I again quote C. H. Patterson:

> The counselor can help the creative student by providing a counseling relation ship in which the student can feel free to express himself, to be himself, and to accept himself without feeling he should be something or someone else, to be like others.

Up to this point we have been considering the counselor's role with the gifted student as one counselor with one counselee on a "one-to-one" basis. In addition to individual counseling the counselor is skilled in working with groups. He may be involved with gifted students in a group "guidance" and/or in a group "counseling" type of situation.

Here, I am differentiating between the two terms, "guidance" and "counseling," in that just as the individual may be "guided" and/or "counseled" so, too, may the group be both "guided" and "counseled." In a chapter entitled "Counseling in Groups," Shertzer (Bruce) and Stone (Shelley C.), Fundamentals of Guidance, 1971, describe both guidance and counseling in groups.

Referring to groups of gifted underachievers, C. H. Patterson recalls a study by Shaw, Grub and Gowan, and states:

> The results of these studies are promising enough to suggest that underachieving gifted students, even though not presumably desirous of counseling, may be helped to improved personal adjustment by group counseling. This improvement in personal adjustment may lay the basis for future gains in achievement.

In doing the research for this paper, I noted a dichotomy of terms, the terms being "intellectually gifted" and "creative." Other than Patterson, most of the authors referred to above apparently see these two terms as synonymous. Patterson, however, does not:

> In this chapter we have considered two special groups of children - the intellectually gifted and the creative. Although there is some relationship between intelligence and creativity, they are not the same. The highly intelligent child may not be creative, and the highly creative child may not be superior or gifted in intelligence. Creativity is perhaps a broader concept and includes talents in a variety of fields outside the purely cognitive or intellectual areas, such as the arts. Creativity, like intelligence, is not possesses by a few; most, if not all, persons have some potential for creativity.*

Thus, it is obvious that this paper has run "full circle" - "giftedness" versus "creativity" - from my introductory remarks this morning, quoting the Review of Educational Research of the dramatic shift "from a

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*See Perceiving, Behaving, Becoming, 1962 Yearbook, ASCD, Chapter 10, Pages 141-163, "Creativity and Openness to Experience."

concern for the gifted child to a concern for the creative process." The need for competent counseling, however, whether one speaks of the student who is "gifted" or "creative," is paramount.

In closing, I should like to quote George Hill (previously referred to): A speaker on a panel on the gifted titled her presentation "All God's Children Are Gifted." And, again, Patterson, above: Creativity, like intelligence, is not possessed by a few; most, if not all, persons have some potential for creativity.

These closing remarks remind the speaker of one of his visits to a special class for the mentally retarded in Manchester, New Hampshire when one of the students turned to his teacher and said, "Miss _____, I wish I could write as well as you," with his teacher responding, "Dave, I wish I could draw as well as you."

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EXCERPTS: CO-COUNSELING SESSION

Dr. Stephen Scarvelis - Counselor

Mrs. Winifred Miller - Co-counselor

Counselor: May I start out saying how much I remember about each of you. Alice, at the end, is our friend who likes to swim. Is that right? Next to her is Carolyn, who likes to read mysteries. And, next to me is Eileen; and Eileen thinks she would like to work and teach young children with special problems. Over here is another Cathy, or the only Cathy, and she likes...There are two Cathys? This Cathy likes to sew. That Cathy over there likes to cook and has a lot of pets. Let me go over to Stephen....

Stephen: I like sports.

Boy: I like sports too.

Counselor: We have a lot of sport fans around here. The first thing I'd like to start out with is to sort of talk about how you feel when you are in front of all these people.

Boy: You had to bring that up!

Counselor: It is not necessary to raise your hand. If you want to talk, just wait until someone finishes talking; and if you want to say something, just sort of say it.

Boy: I don't mind it.

Girl: I can think of better places.

Cathy: Horrible!

Counselor: Cathy feels horrible.

Cathy: Well, everybody is staring.

Counselor: It's sort of uncomfortable. I sort of feel strange since I'm being watched too.

Boy: I feel like a convict. Everybody is watching me.

Girl: I feel like Cathy.

Counselor: Cathy feels nervous.

Boy: I do too, a little bit.

Co-counselor: This morning we talked about the thermometer being hot, cold, or moderate or whatever. All right, what feelings would you be thinking of in terms of being hot? Or cold?

Boy: If you're cold you feel dead.

Counselor: If you're dead you don't have any feelings and you would be cold. Is that right? How do you think you would feel if you were hot?

Boy: Like you're ready to blow your top.

Counselor: What feeling would that be?

Boy: Angry.

Girl: I was going to say that when I feel hot, usually I feel stuffed because of food, because when I eat, I sweat.

Boy: I just remembered what I forgot. When I'm hot I feel sleepy.

Co-counselor. As a group you mentioned a few different feelings you've had: being embarrassed, angry or unhappy. You have been pooled together here for this special group today and you're also in a particular class in a special school. Can you give me some ideas on how you feel about this?

Girl: I didn't really want to leave the school where I was, but for the program over here I would rather leave the school than stay there in a regular classroom.

Boy: I feel kind of weird about it.

Co-counselor: Want to tell us about this weirdness you feel?

Boy: When I first cam here, I didn't know anyone except David.

Counselor: You sort of had feelings of being all by yourself and alone when you left the group of people you were in.

Girl: I feel kind of half-happy and unhappy because I had to leave all my friends at the old school and half of them don't even know me anymore.

Boy: I think I would have liked the same kind of class at my old school; that would have been a lot better.

Counselor: What are some of the other feelings you have...about going into this kind of program with new people?

Boy: I was kind of proud of myself.

Counselor: Proud? What do you mean by "proud"?

Boy: Well, I was happy that I was different from the other kids.

Counselor: Yes, we are all different from one another. How are you different, do you think, from other kids?

Boy: Well, like at these two particular schools, all the other kids around the school were getting picked on by big kids. Every time... well I had an awful mean teacher, that's why I am not going to tell you her name either... well....

Boy: When I was in the second grade I used to have this club in the school yard, and we called it the Hot Rod. Every recess we would go over to this corner, which we called the Hot Rod Corner, and kids used to always challenge us to see which was the fastest group of kids in the school yard.

Boy: I feel kind of sorry for him. With friends like that who needs enemies?

Counselor: I think I have some of the feelings you've told here. Both of you guys talked about going into a new situation and feeling picked on. It's sort of like you can't do anything about it. You just have to...

Boy: Take it.

Counselor: That's it. That is a good word. How about some of the other feelings you have about going into a new situation and going into this program?

Boy: Getting away from all the bad kids.

Girl: You felt good about making all new friends, and everybody was 'cause nobody knew anybody else, so you felt good.

Boy: You felt good because you were trying new things that you had never done before.

Boy: I disagree with David because I used to go to different schools all the time, so I never had the same old thing.

Counselor: Some of you might do the same thing, but you have different experiences. Both of you might go to different schools but you still might not both have experiences that you like. I am afraid we're going to have to cut here. And I just want to end with asking you young people what you feel about continuing this (Counseling Session).

The children's response to this question was a positive one. Most responding with "I think I would like to"; or a similar response.

EXCERPTS: REACTOR PANEL CO-COUNSELING SESSION

The panelists' opening responses dealt with the earlier demonstration of co-counselors' attempts eliciting feelings from youngsters. It appeared that it was easier to learn things out of books and then think rationally than to peer inside one's self and self-awareness. However, what came across to many was that young people are able to express negative as well as positive feelings.

Unfortunately, the remainder of the reaction time was taken by a few audience members who stressed their conceptions of the gifted programs in the State.

The panelists responded with facts concerning the questions and concerns raised. Basically, there were programs for the gifted in the State and such programs were providing for many of the needs of the gifted young in Rhode Island.

The role of the counselor when working with gifted children is basically the same as the counselor's role in working with non-gifted individuals. Basically, in the former case, the counselor must move more quickly into the exploration of self and its complications than in the latter case. The counselor must be skilled in helping youngsters keep all roads open and not to make early decisions of what they are going to do and, also protect the gifted individual against the forces in society that cause him to conform.

As a response to the question of whether or not children will continue to be "adjusted" when they leave a school setting where counseling was available, the panel stated that the counselor's responsibility is

to the affective or social-emotional development of the youngster. Thus, many things self-understanding individuals may do may displease a great number of people.

CONFERENCE SUMMARY

William G. Vassar

I appreciate, understand and sympathize with parents, with teachers, and with other people interested in the gifted for they have many targets. I think this is the note on which we opened the Conference this morning. I think we have to take a look at the political aspects of the subject under consideration, at the educational goals of the school district and things of this sort. Many times there are other priorities in school districts, but I think as we walked in here we talked about providing for the gifted as a cooperative venture. I think it has to be a cooperative venture. I think we as parents and we as educators have to come together to bring this about. We were talking about money before. No state in this country has amplified its programs to any point at this time, including my own State of Connecticut where we have had legislation for the past 3-1/2 years. We are not anywhere near meeting the needs of all kinds of gifted and talented, but we have to be optimistic about what we are doing. You have heard some things about this broadened concept. You have heard the passions and feelings from some of the parents about broadening the concepts of giftedness to meet the needs of many kinds of children. You saw a demonstration on differentiated kinds of strategies, and I only wish that Joe Renzulli had time to do one on the differentiated curricular kind of things that have been happening nationwide. The counselor is important, so important that many of our designs today in school districts are going in the direction that Dr. Scarvelis talked about. Let me just leave a few thoughts with you.

I think they are important, and I'd like to talk about being humane and not mechanical. I ask you as you leave here this afternoon to keep these things in mind, and I ask you to know where you're going, how you plan to get there, and then to really know how you've arrived. I ask you to be responsive to the needs of the gifted and talented, and this means promptness today, tomorrow and next week. It means attention on the part not only of educators but of parents, of administrators and lay people. We must try harder to be people rather than robots cranking up whatever we think we crank up. I ask you for humaneness in all of our thoughts and behaviors and I ask it of all people everywhere. Teaching is the most humane of all professions, if we let it get that way. Yet in these times we are truly pre-occupied with too many mechanical things; we seem to have dampened our humeneness. Let us hold humaneness high as an essential value. Let those of us who work at all levels of education with the gifted and talented be initiators rather than reactors. Let us be the change agents rather than the target of those eager critics who would change us. Let us use the various resources throughout the land that have been mentioned here today to better meet the needs of these children. We should not ever seek to dominate any given situation in this particular area of exceptionality but can, I am sure, with profound human dignity, wheedle and, if necessary, needle. Let us attempt to seek out in our time the reasons that millions of words are written about talent loss and so little money is being spent to combat this loss. Let us attempt to reach the <u>various power structures</u>, and I underline that, the <u>various power structures</u>, and then have them put their money where their mouths are. Let us make clear to all of the

public in the United States, to the state and federal legislators that the education of the gifted and talented must be among the highest priorities for our investments. Let us be watchful of in-house rumors that do unnecessary damage to our spirit - rumors such as, "Gifted children and their parents are vehemently opposed to being included under the exceptional child umbrella." This is a smoke screen. Perhaps I am asking more than we can truly do, but I would much rather prefer to feel that it can be done. Be optimistic about what you do. Have a good positive self-concept yourself. I ask you to join us - whether you join our organization, The Association for the Gifted, (and we would like to have you do that) or whether you join the National Association for the Gifted or any other group that you may choose; but join and put your money where your mouth is. We should not be splintered in this trust to which I ask you to commit yourself. Finally, I ask you to become a member of the CIA and that simply means Commitment to Involvement in Affection For Human Beings.

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